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ABSTRACT

Due to changes in agriculture and the resulting decline in numbers of migrant families, many migrant programs must redefine job responsibilities and retrain and reassign migrant support personnel. This practicum was aimed at retraining migrant educational and health support personnel in the job skills necessary to move into available Chapter 1 Basic home-school liaison positions. A preliminary study documented the school district's decline in number of eligible migrant students and estimated the consequent loss of federal aid. A job skills inventory determined the skills necessary for the home-school liaison position. A review of the literature examined rationales and strategies for midcareer retraining. Displaced personnel attended workshops and skill development sessions, held on the job and after hours. Current migrant funds financed the retraining; migrant and Chapter 1 Basic funds were comingled since the newly trained liaisons would provide services to both migrant and Chapter 1 students and their families. Written procedures were developed for the retraining process. Currently employed Chapter 1 resource teachers were assigned as mentors and peer coaches for the trainees. The newly trained liaisons conducted a self-esteem workshop for migrant and Chapter 1 parents. Positive project evaluations were received from the trainees, their mentors, and parents. This paper contains 40 references, parent questionnaires, participant attitude surveys, and competency checklists completed by mentors. (SV)

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Development and Implementation of Managerial Strategies Designed to Retain Displaced Migrant Support Personnel into Newly Defined Job Assignments

by

Henry Robert Leidner

Cluster 37

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A Practicum II report presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1993

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Henry Robert Leidner under the direction of the adviser listed below. It was submitted to the Ed.D. Program in the Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

7-19-93
Date of Final Approval Report

Georgianna Lowen
Georgianna Lowen, Ph.D.
Advisor

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The writer would like to thank the entire Chapter I/Migrant support staff, its administrator, and the Chapter I/Migrant parents for their participation, cooperation and enthusiasm, for without their assistance this project would not have been successful. And lastly, to my wife and daughter, Susan and Leah Marie without whose love, guidance, and enormous amounts of patience this practicum would never have become a reality.

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ABSTRACT

Development and Implementation of Managerial Strategies Designed to Retain Displaced Migrant Support Personnel into Newly Defined Job Assignments. Leidner, Henry Robert 1993: Practicum II Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Dislocated Workers/ Midcareer Retraining/Displaced Workers/Retraining the Older Worker/Training of Paraprofessionals/Adapting to Change/Re-employment Assistance/Job Loss/Motivators for Retraining/Second Career Opportunities.

This practicum was aimed at retaining and retraining migrant educational and health support personnel who, due to a reduction in available federal and state revenue and a decrease in the number of migrant students qualifying for migrant services combined with a lack of non-marketable skills, were in jeopardy of losing their jobs.

A comprehensive study was done comparing and contrasting the decline of state and federal revenue dollars over a five year period as well as the migrant enrollment and recruitment records for the same period to estimate the loss in revenue in contrast to the number of migrant families and the amount of services being requested and/or provided. In addition, a job skills inventory was done to determine the skills necessary for the newly available home/school liaison position. Several training workshops were developed in conjunction with the establishment of a mentor system enabling Chapter I Basic Resource Teachers to participate directly with the retraining of these potential home/school liaisons. Home visits, presentations by those in training, and small group work with Chapter I students provided these individuals various opportunities for success. A variety of assessment forms were used to evaluate the success of the project which included; a parent workshop questionnaire, personnel retraining competency checklist, daily logs, attitude surveys, and a parent survey to determine the overall effectiveness of the home/school project.

All four objectives of this practicum project were met or were exceeded due in part to the design of the project itself using the mentor peer coaching process.

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CHAPTER I

INTRODUCTION

In traditional migrant programs nationwide migrant support staff have been assigned specific job responsibilities with respect to either the recruiting of migrants, record-keeping of the students' educational and health records or providing social services. However, due to many changes that have occurred throughout the nation with regards to migrant education, many programs in each school district now find it necessary to redefine job responsibilities and reassign personnel. In most situations this change necessitates the retraining of individuals, many of whom have expertise and schooling limited only to the migrant program.

Description of Work Setting and Community

The work setting was a Chapter I / Migrant program office located in a school district serving over 50,000 students. The district office has been involved in the operation of both a Chapter I and Migrant program since 1970. The program currently operates in thirteen public elementary schools, one private school, and one juvenile detention center. Both state and federal dollars are used to implement a variety of educational programs for students

in grades preschool through twelfth grade in both reading and math. The program employs thirteen individuals of which five were assigned specifically to monitor and assist migrant children and their families. The average length of employment for those individuals presently employed is fourteen years; ranging from twenty-two in length to a period of five years. The average age of those participating in the programs is thirty-five years of age ranging from forty-seven to twenty-three years of age. Individual employees' expertise ranges from first job as a paraprofessional to several years in various aspects of migrant operations.

All of the employees have been at one time or another an active, migrant traveling the Eastern Stream and working in both the fields and packing houses that makeup our agricultural industry. Each of the individuals have completed their high school diploma, one completing an associate of science degree, and one is currently in the process of completing a Bachelor degree in social work. The racial background of all five migrant staff personnel is black.

Each individual is responsible for the annual identification and recruitment of the district's migrant population. Those migrant families that presently hold a status of "one" are individuals who are active and move from

one district or state to another, and it is these individuals that create the largest amount of revenue for the migrant program and require the greatest amount of assistance from the migrant personnel. Those migrants that no longer move are then classified as "former migrants" requiring a different set of responsibilities from the five migrant personnel and generate only about a quarter of the revenue required to operate assistance programs. Each migrant employee is assigned a group of schools in addition to a number of migrant families for which they are responsible for both health and educational records. To ensure that the records are accurate, one person is responsible for overseeing the accuracy of the educational records and another for the accuracy of the health records. Each individual is responsible for the updating of records at their individual school on an as-needed basis.

Writer's Work Setting and Role

The writer is a coordinator for a compensatory program serving 2300 students in reading and math remediation in grade levels two through twelve. Instruction takes place at thirteen public schools, one private school and one juvenile detention center. Parent training and parent involvement is an integral part of the program. It is the coordinator's responsibility to provide the optimum education for the children, which includes providing the best

parent training possible and encourages maximum involvement. In addition, the writer is also responsible for overseeing both the Chapter I and migrant support staff; developing, implementing and evaluating professional inservice strategies designed to ensure that each staff individual is able to provide the very best assistance to all children and their families.

The author, married and father of one teenage daughter, has a Bachelor of Arts degree in Elementary Education and a Masters of Education with a specialization in Guidance and Counseling. He has taught elementary school children for eight years and has held an administrative position for the past five years, two of wnich were spent as the coordinator of the district's first Headstart Program.

The writer has been given the responsibility of restructuring the educational program, parental involvement, and community outreach program. The role demands constant contact with faculty, students, administrators, parents, and community representatives.

CHAPTER II

THE STUDY OF THE PROBLEM

Problem Description

The site for this practicum is the district's Chapter I / Migrant office and its migrant support personnel employed by the district school board. The office is located in a once thriving agricultural community. Due to several severe winters which have had direct effect upon the once abundant harvest, local farm owners have begun, over the last several years, to sell thei· farm land to make way for industrial and residential communities; thereby leaving this district without the economic revenue source that once supplied the jobs needed to support an active migrant population. Due to the reduction in available jobs for the migrants and their families in the district, fewer migrant families are being identified and recruited. With the reduction in available migrant families to identify and recruit comes the reduction in state and federal revenue dollars once received. These dollars are now being reallocated to larger districts due to their influx of migratory populations. Because these revenue dollars are used to retain migrant support staff, the problem exists that current migrant support staff skills are no longer required and present migrant staff do not have adequate skills for employment into currently available positions.

The problem therefore was a projected cutback of present migrant support personnel who do not have the necessary skills to assume currently available Chapter I Basic Home / School Liaison positions, thereby eliminating a lateral career move.

Problem Documentation

A comprehensive study was done of the past five years to determine the decline in federal revenue dollars allocated for project expenditures from 1987-88 through 1991-92, and the decline in the recruitment and enrollment of migrant families holding a "current" status while residing within Seminole County. Information was gathered from the Department of Education's regional office located in Orlando to compare dollars and migratory data.

In studying the data obtained covering this period, it can be determined that there has been a steady decline of dollars to the County. The total reduction in lost revenue dollars amounts to $195,716 or 45 percent over a five year period from 1987 to 1992 (see Table 1). Likewise, if we look at the information with regards to the recruitment and enrollment of migrants into the district, we once again see a drastic decline in the identification of these individuals. The information indicates that the total reduction in the number of migrant families recruited and enrolled in the district fell by 61 percent or 225 families

Table 1

Analysis of Data Indicating a Decline in Federal Revenue Dollars Allocated for Project Expenditures Over a Five Year Period

Project Year	Migrant Allocation	Percentage of Loss
1987-88	$437,545.00	
1988-89	363,277.00	$74,268.00 = 17%
1989-90	298,555.00	64,722.00 = 18%
1990-91	268,699.00	29,856.00 = 10%
1991-92	241,829.00	26,870.00 = 10%
Total Reduction of Revenue Dollars Over a Five Year Period.....		$195,716.00 = 45%

(see Table 2).

Causative Analysis

Increased cutbacks of state and federal money continue so that migrant support personnel skills were no longer required to the degree they once were. The present migrant staff did not have adequate skills for employment into currently available Chapter I Basic positions. Many factors had resulted in the loss of migrant support personnel and their services.

Due to several freezes over the past five years, the district's agricultural land was diminishing. Land that was once agricultural had been rezoned as residential property which reduces agricultural space and the need for migrants to harvest crops. The effect resulted in fewer migrant students being identified and recruited at the district level.

In addition, compensatory education resources to the school district had decreased 60% since 1987 (see Table 1). Migrant revenue dollars to the district which were used for migrant programs had been reduced also, eliminating the need for existing educational programs and support services staffed by migrant support personnel (see Table 2).

Another problem surfaced in the wake of cutbacks to migrant education. There was no structured process to

Table 2

An Analysis of Data Indicating a Decline in the Recruitment and Enrollment of Current Status Migrant Families into the District Over a Five Year Period

Indicators	Recruitment/Enrollment	Percentage of Decline
FY 1987	367 Migrant Families	
FY 1988	277 Migrant Families	90 = 25%
FY 1989	205 Migrant Families	72 = 26%
FY 1990	155 Migrant Families	50 = 24%
FY 1991	142 Migrant Families	13 = 08%
Total Reduction in the Number of Migrant Families Recruited and Enrolled into the District Over a Five Year Period.....		225 = 61%

retrain existing migrant support personnel with the skills necessary to obtain currently available positions through Chapter I Basic funds. In addition, no support groups exist for these individuals facing a midcareer change. No midcareer training for migrant support personnel in the use of technology, educational curriculum, materials and strategies, or workshops development exists for displaced workers at that time.

Relationship of the Problem to the Literature

Literature reviewed confirmed that economic, technological, and policy changes are affecting the current labor force as never before. In surveying the literature on possible causes of worker displacement, two major themes emerge.

First, it appears that there are many national economic policies associated with human resources development that have contributed to the imbalance between worker supply and demand. Occupational data showed blue collar workers and laborers at the greatest risk of being displaced while professionals are at the least risk (Herz, 1991). To continue, 43 million workers between 1985-89 lost their jobs because their plants closed down or moved, positions or shifts were abolished, and not enough work was available for them to do (Herz, 1991).

During the past several decades, information about occupational separations (ie job loss) has only been presented annually (Eck, 1991). Recently, the Bureau of Labor Statistics revamped their methods of reporting occupational separations (Eck, 1991). Information reveals that those who get displaced depends on age, sex, race, and national origin. Males, black, and hispanics are displaced in higher numbers (Herz, 1991).

In addition, technological changes have come so quickly and forcefully, only immediately affected employees retraining needs have been addressed (Cyert, 1987). Also, national economic policies might negatively affect local educational programs. Among these national economic policy barriers are minimum wage, full employment, and investment credit (Clark, 1983).

The second trend reveals a lack of midcareer training or retraining to be a major factor in worker displacement. Researchers believe undertrained, not dislocated workers, are the real problem in the American economy (Bendick, 1982). Little has been organized to anticipate this affect on future outcomes and there is a specific need to address joblessness and worker displacement if America is to remain solvent and competitive in the twenty-first century (Bendick, and Egan, 1982).

Many employees lack a structured approach to gaining

new skills (Meyer, Ramey and Luellen, 1986). Furthermore, it has been reported that training for employees is narrow and usually only applicable to their current job situation (Coberly and Paul, 1984). To compound the problem, vocational education is not really available to currently employed midcareer employees (Kolberg, 1983). If the worker alone tries to pay for retraining, insurmountable financial problems could delay or deny the ability to afford midcareer education (Bendick, 1982). Many workers are undertrained due to a lack of commitment from business and institutes (Bendick, 1982). The National Center on Education and Employment at Columbia University reported investments in employer-sponsored training were only about 40 percent or $200 billion dollars as compared to Germany who has on-the-job training for 70 percent of all German workers (Anderson, 1991). Another significant factor in much of the research was that there was no support group or support services for those individuals facing a midcareer change (Rude-Parkins, 1987). It is time to stop responding to individual components of the problem facing workers and to focus on the functional requirements of a healthy, curious motivated individual (Lewis, 1991).

Conclusions can be drawn from the recent research that current economic, technological, and policy factors are greatly influencing America's work force. The impact of

dislocated or unemployed American workers can be felt in every area of our society. Little has been organized to anticipate this effect on future outcomes. There is a specific need to address joblessness and worker displacement if America is to remain solvent and competitive in the twenty-first century. If we do not address this need, the continued dissolution of the American economy, lack of economic productivity and the inability to stay current with growing international competition will negatively impact the lives of all Americans.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this writer was that upon completion of this practicum project, migrant support personnel will have the necessary skills to be retained as employees with the Chapter I Basic Program. It was expected that the district would continue to derive benefits from the expertise migrant employees had attained, the family communication they had established, and the knowledge of specific community needs they had acquired by retaining their services in the district.

Displaced workers need a structured approach to gaining new skills, an incentive to do so, and a support system in place to monitor progress and encourage development. There must be policies and procedures to encourage this initiative as well as a collaborative effort if the job is to be done well.

Behavioral Objectives

The following objectives had been chosen for this project. The home/school liaison interns would successfully conduct a self-esteem workshop for targeted migrant and Chapter I parents. Intern participants would have a journal kept by their Chapter I mentors describing

support services that had been provided and a record of individual progress. In addition, home/school liaison interns would demonstrate increased skills in the area of their job assignments. Finally, the Migrant/Chapter I coordinator would develop written procedures and evaluation tools describing the retraining process of displaced workers.

Measurement of Objectives

The objectives of this project were evaluated utilizing the following criteria: to ascertain whether home /school liaison interns had successfully conducted self-seteem workshops, a questionnaire would be administered to parents in attendance who would indicate a positive response. Additionally, a record of intern participants progress would be kept by all Chapter I Basic mentors indicating satisfactory or unsatisfactory responses to each item. Also, a description of experiences and summary of the intern responses would be recorded in the Home/School Liaison Daily Log and on intermittently administered Intern Attitude / Survey forms. Finally, a document would be published by the Chapter I Basic and Migrant Coordinator to describe the migrant support personnel retraining project and give detailed descriptions of the retraining process itself.

The following standards of achievement were utilized in measuring criteria for success: eighteen out of

twenty parents surveyed would rate self-esteem workshops indicators of achievement as either agree or higher using a five part response questionnaire. Five out of six participants in the intern program would receive positive ratings of satisfactory and above on their Personnel Retraining Competency Checklist by their mentors. Furthermore, five out of six intern participants would rate themselves satisfactory and above on the attainment of new skills and acceptance of new responsibilities as recorded in their daily logs and on attitude survey forms. Finally, a retraining document would be distributed to interested groups and individuals by the Chapter I and Migrant Coordinator.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

There was no structured midcareer training for displaced migrant support staff within a Chapter I / migrant program in one of Florida's school districts. Furthermore, continued state and federal fiscal cutbacks would require the dislocation of many more migrant support staff positions creating more displaced workers. Current migrant support staff personnel did not possess the necessary job-related skills to transfer to current Chapter I Basic positions which are available. In addition, there was no support group available to those migrant support personnel facing a midcareer job change. Immediate action to implement managerial strategies providing a structured approach to gaining job-related skills was necessary.

Research revealed a variety of approaches to providing midcareer training. It appeared all of the suggested strategies to solve the problem of job displacement and retraining fell into three broad initiatives: supportive policies, collaborative efforts, and training procedures.

According to Bendick and Egan (1982), a systematic national commitment to midcareer worker retraining was necessary for American prosperity and international economic

competitiveness. Bendick and Egan (1982) found much of the potential payoff to worker education was found in midcareer retraining to cope with technological changes, to prevent skill deterioration, to learn new skills for job promotion and to facilitate forced job changes; not in formal education prior to entering the work force. Both of these researchers believed public policies must support development and reapplication / retraining of job responsibilities.

Erickson, (1991) agreeed that government should consider giving active assistance to firms with innovative programs in retraining since new jobs created by a sustainable economy would utilize many skills already possessed by workers. To illustrate this point, Goodno, (1991) examined a program of computer-assisted adult education for workers involved in a retraining program. Motorola Corp. was one of a number of firms trying to remedy the problem of inadequate reading and math skills which were necessary for workplace performance. The Motorola Corporation committed to skill improvement in collaboration with a local community college which yielded outstanding results.

The term collaboration referred to the need for improved cooperation between industry and school (Kolberg, 1983). In reviewing current research, collaborative efforts

by state employment services, human service agencies, emergency service providers and postsecondary institutes had been advantageous to displaced workers (Owens and Clark, 1984). These two researchers believed that public and private resources must be mobilized to provide midcareer workers retraining and Bendick's research (1982) concurs.

According to Clark, (1983) employers must have decentralize efforts to retain displaced workers. New approaches to reducing worker displacement should be aimed at meeting employer and worker needs through improved cooperation between industry and the schools. In addition, workers should develop transferable skills, but improvement is needed in labor / management cooperation in the adoption of new job descriptions (Broody, 1987).

There are many work / study groups where leadership was shared that produced excellent results. Randall (1991) gave examples of the use of self-development materials, prerecorded instruction, and resource materials that are packaged and used without an outside consultant.

The third and last broad initiative in midcareer training was the process of retraining itself. Training could not stop when employeés learned their jobs; orientation, training, reinforcement and recognition should continue (Lowenstein, 1990). Employers found that retraining current employees was more cost effective than

hiring new workers (Brody, 1987). Good training paid off for the individual worker whose skills were upgraded, for the company seeking the competitive edge, and for the overall competitiveness and productivity of the nation (Hilton, 1991). Employers must introduce occupational planning processes to displaced workers (Rude-Parkins, 1987), and aid workers adjustment to technological change (Daniels and Karmos, 1983).

In some cases, employers must have an "obligation to spend" whereby each employer must expend funds to maintain and expand the skill level of the labor force (Bendeck, 1982). To illustrate this point, Hilton (1991) gave the example of retraining in Germany. German workers received two major types of training; apprenticeships and further training. Because of positive government policies and improved production, German employers were more willing to make systematic long-term investments in worker training.

Improvements in human resource development through comprehensive career education and vocational training programs was a goal according to Clark (1983). It was found that training, redesigned to provide a program of skill development with flexible scheduling and practice time was highly effective. Training could take place on company time to demonstrate commitment to improved methods (Lowenstein, 1990). Regarding vocational educational training programs,

the use of assessment techniques to identify employees' needs for job retraining fall under one of these categories: work style, values, personal time and activities management, communication and leadership (Randall, 1991). More courses should be available at colleges and universities to prepare employers to work more with parents as partners (Epstein, 1991).

Strategies for retraining included lifelong learning, use of educational technology, training sponsored by professional organizations and vendor training materials (Kearsley, 1989). In-house experts used as trainers could be beneficial to the organization as well as rewards to employees who agree to act as mentors to other employees as part of their job description. In addition, smart businesses consider public seminars and workshops as a training base (Randall, 1991). Research confirmed that retraining job skills through a participatory structure involving peer coaching and trainer team building showed significant positive results (Rude-Parkins, 1987).

Description and Justification for Solution Selected

To develop and implement managerial strategies designed to retrain displaced migrant support personnel into newly defined job assignments, this writer used current migrant funds to retrain migrant support personnel who would accept additional job responsibilities with the addition of

Chapter I Basic responsibilities. This initiative was related to the positive policies described in our literature review. The purpose of this retraining was to comingle migrant and Chapter I Basic funds so that home/school liaisons can provide services to both migrant and Chapter I students and their families.

In addition, the writer implemented a set of workshops and skill development sessions that enabled currently displaced migrant support personnel to attain skills needed in new job responsibilities. The training was delivered partly on-the-job and partly after hours through site-based, community-school , and vendor models. This component represented collaboration in the retraining process.

Prior to this practicum there had been no specific approach for retraining displaced migrant support personnel at the district level. This writer proposed to fulfill the training initiative by developing written procedures for this process and communicate these procedures to local, state, and national authorities. In addition, the writer developed a home/school liaison mentor program by assigning currently employed Chapter I Basic resource teachers as peer coaches for migrant support personnel being retrained. In this way, the process provided a support group for those facing a midcareer change.

Other ideas generated by the writer as a solution to the existing problem were to provide experiences for those being retrained in a computer lab setting to include usage of software and diagnostic/prescriptive procedures and the cross-training of all employees so that employees are qualified to work in Chapter I Basic and Chapter I Migrant programs.

Report of Action Taken

Implementation of this practicum began with the week of June 29, 1992 and continued for thirty-two weeks; ending on February 15, 1993. The following week by week description of strategies and procedures used during this practicum project covered a time span of thirty-two weeks.

Week One began with a orientation meeting held with the on-site principal and their Chapter I/Migrant personnel to discuss project strategies, guidelines and responsibilities . The writer shared the thirty-two week calendar of events, timelines and projected expectations. At the conclusion of this meeting a date was established that would provide the writer and project participants an opportunity to return to the school and hold a meet and greet session, and in addition address any unanswered questions or concerns that individuals may have had. Lastly, the writer prepared an article to appear in the monthly Chapter I/Migrant newsletter that would explain the

new service being offered to Chapter I/Migrant families. From this point until the conclusion of the project the service was known as the Chapter I/Migrant Home/School Assistance Program and its program personnel participants as Home/School Liaisons.

During the first part of week two a staff meeting was held to arrange for those staff members who participated in the Home/School Liaison program to meet for the first time and discuss the project. Participants were given an over-view of the project. Each individual was provided with a notebook divided into several sections. Each section was labeled to correspond to a given topic to be discussed during the orientation meeting. Sections included statements on the project goal, objectives, responsibilities and expected outcomes. In addition, sections were provided for their daily log entries (see Appendix C), notes, and ideas retained for future use. The major portion of the meeting was devoted to pairing of Chapter I/Migrant resource teachers (acting as mentors during the project) to migrant support personnel. During this time a schedule was developed by these individuals for the remainder of the week. This enabled them to discuss time frames for their first major activity together; that of preschool registration and screening at each school site. And in addition, each paired group of individuals included

in their schedules, plans to return to their individual school sites for the meet and greet session with the on-site principal and their Chapter I/Migrant personnel. The last few minutes of the meeting then were devoted to the administration of the first attitude survey (see Appendix D).

Week three began with a morning meeting to discuss the progress made by the mentor and home/school liaison. Secondly, the writer explained the process and procedures in managing the daily log. Questions and concerns were addressed both as a large group and with individual pairs of mentors and home/school liaisons. Schedules and responsibilities for the preschool registration and screening were discussed and adjusted as determined necessary by the participants. The remainder of the week was spent at the individual school sites working with the preschool registration processes.

Week four began with participants at the school sites continuing with the second week of preschool registration and screening. On Wednesday of that week a large group meeting was called to enable participants to ask questions, resolve problems and react to their first experience together. A reminder was given to participants that their daily logs should reflect their thoughts and reactions to each event and that their over-all ranking for the day should be a true indicator of how they felt things were going. The week

continued with the registration and screening.

At the beginning of week five the writer made arrangements for the home/school liaisons to spend time in the Chapter I/Migrant Resource Room at the conclusion of their preschool registration and screening experience. The primary purpose was to enable these individuals to preview audio/visual materials, catalogs, and hands-on materials made available for children and parents through the Chapter I/Migrant program. During the latter part of the week a large group meeting was held to discuss the preschool registration and screening procedures and make any suggestions for revisions for the next school term.

The sixth week found the home/school liaisons in the resource room taking notes and previewing materials with the assistance of the Chapter I/Migrant resource teacher. Encouragement was given to each individual to write down the name of the activity and possible multi-use of each for future use with different age groups. The writer arranged to meet with the home/school liaisons and the Chapter I/Migrant resource teacher to discuss materials that might be ordered for the fall and requiring placement in the program project for the next school term. At the conclusion of the week both mentors and home/school liaisons met to discuss reactions, thoughts, and successes to date.

Week seven began with the home/school liaisons

meeting as a small group to discuss their experiences with one another. This allowed for the individuals while working co-operatively with their mentors to retain their own identity and share things that they may not have felt comfortable saying in a large group or with their mentor at this stage of the project. In addition, the home/school liaisons continued their experiences in the resource room familiarizing themselves with different learning styles used in language arts, reading, and math with the assistance of the resource teacher.

During week eight each home/school liaison had the individual responsibility of reviewing two different types of audio/visual programs and preparing a critique of each to be presented on Friday of that week to their peers. Home/school liaisons were encouraged to utilize any medium that would enhance their presentation. Assistance was offered by the resource teachers however, only in the form of suggestions, not directions. At the conclusion of the week, a meeting was held at which time individuals had the opportunity to hear and view the different types of materials critiqued through the presentations provided by the home/school liaisons. Following the presentations a discussion took place to discuss the process of critiquing, as well as the process and procedure for presenting the information to others.

Week nine found the home/school liaisons for the time entering homes and using their newly acquired skills by working with parents and their children in a home environment building simple learning games made from objects from around the home. In addition, each home/school liaison was asked to demonstrate an audio/visual instructional game from the Chapter I resource room with a family and explain the various resources available to families participating in the Chapter I/Migrant program. As usual, the week ended with a follow-up in group discussion style centered around the week's successes and those areas requiring change or redirection.

It was now time to arrange the schedule for job shadowing which would begin during the tenth week. A large group meeting which included all participants (home/school liaisons and their mentors) was held to discuss procedures for visiting schools as a team. Discussions were held to determine the demographics of each school, the programs and their relationship to Chapter I/Migrant personnel. Lastly, responsibilities and the expectations of and for each participant during the visits were re-examined. During the time the visitations were taking place it was the writer's responsibility to arrange the first inservice workshop which would target the Take-Home Computer program run by the Chapter I/Migrant resource center. The primary purpose of this inservice was to inform, teach, and allow the

home/school liaisons to experience the first hand what the Take-Home Computer was and what part they would play in its delivery to the parents that they would be working with during the course of the year.

Week Eleven began with a large group meeting to discuss the first phase of the job shadowing and determine whether there should be changes made to accommodate problems with schedules and/or other concerns that they may be encountering. Each team continued with school visits for the remainder of the week. Home/school liaisons were informed that the writer would be visiting with school site administrators, Chapter I/Migrant personnel to discuss their reactions to the visits made by each team. This would provide feedback which would be shared at the next small group meeting with the individual team members. At the conclusion of the week the first workshop dealing with the Take-Home Computer was held during normal working hours in the Chapter I/Migrant Resource Room. Each participant was paired with a mentor enabling the two to work together experiencing both the frustrations and anxieties, as well as the delight in using technology to enhance their knowledge with various academic areas. These experiences would become beneficial in working with families in the future as each home/school liaison could relate to a family member's apprehension in trying something new for fear of failure.

During week twelve home/school liaisons and their team members continued the job shadowing process recording events and reactions to each visitation. It was now time for the second Chapter I/Migrant newsletter article describing to parents the events, activities, and progress made by the home/school liaison program. Direct feedback was used in the newsletter to describe (from the prospective of the home/school liaison, mentors, Chapter I/Migrant teachers, and family members) just what benefits had been experienced. Mid-week found the group meeting to schedule a second inservice in which home/school liaisons and the writer would meet in the Chapter I/Migrant Resource room to construct a game that could be used to teach a math concept during a visit to one of the Chapter I/Migrant school classrooms. While the home/school liaisons worked on these schedules it was the mentor's responsibility to speak with the appropriate Chapter I/Migrant personnel at each school site to arrange a time for the home/school liaison to work with a small group of students using the math game that they had made.

Week thirteen found the home/schools in the resource room constructing a math game to be used with a small group of children. During this process each individual practiced the game with their peers. After consulting with their mentor each participant traveled to their assigned school

sites to play their math with a small group of students and record their responses to the activity. At the end of the week a large group meeting was held to discuss the success and determine if there were any situations that they would have handled differently either in their delivery or small group presentation.

The next activity once again found the home/school liaisons and the writer in the resource room during week fourteen preparing a reading instructional game that they would use with a different small group applying techniques learned from the previous experience with the math game. In addition, all participants continued with their job shadowing with their assigned mentor.

Week fifteen was spent working with a small group of children using the reading game prepared in the resource room and meeting as a large group at its conclusion to discuss ideas and strategies and exchange tall tales!

Mid-point for the project, also known as week sixteen, found the writer planning a third inservice dealing with the Chapter I/Migrant Outreach Library. Home/school liaisons and mentors continued with job shadowing. Each home/school liaison was asked to write a brief autobiographical sketch which was placed in the monthly newsletter sent home to the parents of the Chapter I/Migrant children. In addition, a picture of each home/school

liaison accompanied the article. During the latter part of the week all participants met with the writer to complete the second attitude survey and discuss any problems and/ or concerns.

Week seventeen was the last official week for job shadowing and opportunity to work with small groups using either the math or reading instructional game by the home/school liaison. Also during this week participants attended the inservice on the Chapter I/Migrant Outreach Library which they would be responsible for once the pilot was completed.

At the beginning of week eighteen a large group meeting was held to discuss progress to date and plan for the fourth inservice (personal appearance). Secondly, the group discussed arrangements for the home/school liaisons and their mentors to attend a monthly Chapter I/Migrant principals' meeting. Lastly, teams discussed plans for making a home visitation and how to best introduce themselves to the parents of children that they had worked with in small groups.

During week nineteen the home/school liaisons and their mentors attended the Chapter I/Migrant monthly principals' meeting and gave a brief over-view of their activities to date and asked for feedback from the principals with regards to their visits and comments from

students and staff. A news article was prepared for the monthly newsletter in which the up-coming home visits were discussed. During the course of the week the writer met with both home/school liaisons and mentors to discuss strategies for introducing home/school liaisons to the Chapter I/Migrant families. Mentors were responsible for arranging schedules for home visitations. Each family was given a brief explanation of the program covering goals and objectives and future expectations.

Week twenty found the home/school liaisons making their first contacts with various Chapter I/Migrant families that had volunteered for home visits. Each team of participants were asked to meet at the conclusion of each day to discuss the successes of that day and changes that may be required. During the visitation week the writer arranged for the fifth inservice which would deal with self-esteem.

During the first three days of week twenty-one the home/school liaisons attended the self-esteem inservice held in the Chapter I/Migrant resource room. Participants had the opportunity to work with materials, establish strategies with the assistance of the company representative that could be used in the future with various types of family situations on various topics with different age groups. In addition, the home/school liaisons used the remainder of the

week to practice what they had learned on one another. At the request of the writer an inservice was planned in which the home/school would do a presentation for Chapter I/Migrant personnel not participating in the project. Each participant would be responsible for a portion of the forty-five minute presentation. At the conclusion is was recommended that participants respond to the materials and the group presentation itself.

Week twenty-two began with the presentation provided the home/school liaisons. At the conclusion participants were asked to respond to the workshop in an informal style. Discussions were held to review both the materials and the style of presentation. Home/school liaisons then conducted a self-evaluation of the presentation. Reviewing this information and feeling very confident with their success the decision was made with the encouragement of the writer to offer an evening workshop for Chapter I/Migrant families.

Week twenty-three found the home/school liaisons busy at work planning their first family workshop to be held later that week. Participants were assigned individual responsibilities ie. site selection, date, time, and procedures for the presentation. The writer shared the parent response questionnaire and offered only assistance when asked for by the home/school liaisons. During the remainder of the week it was interesting to watch the group

deal with situations that at one time would have seemed to be problems but were now seen as tasks needing to be delegated to different individuals to be resolved. Co-operation and appreciation for each team member added to the professionalism now being exhibited by the home/school liaisons. At the conclusion of the workshop on that Thursday evening each family that had participated was asked to respond to the questionnaire dealing with the self-esteem materials and their usefulness and the presentation in general. On Friday the presenters met to discuss the responses on the questionnaire and evaluate their efforts in contrast to the families' responses.

During week twenty-four the home/school liaisons and their mentors set about arranging a second home visit. The purpose of the second home visit was to have the home/school liaison and the parent construct a learning game made from household items and to further develop a trusting environment for both the family members and the home/school liaisons. Several large and small group meeting were held to discuss the do's and don'ts of home visits and how they differ from home visits that they (migrant staff) were familiar with as migrant recruiters. Strategies included role playing proved to be very beneficial for both the home/school liaisons and their mentors.

Week twenty-five was spent entirely on home visits

with a large group meeting held daily for a few minutes to discuss the pros and cons of the day and to make adjustment as determined necessary by the group.

Week twenty-six and week twenty-seven saw the continuation of the home visits. Meetings again were held to discuss success and exchange ideas gained from the visits. In addition, the home/school liaisons and their mentors began to incorporate into their discussion ways in which the magic bus (see Chapter V for description) could best be utilized in conjunction with both the home visits and school assignments.

During week twenty-eight home visits were completed and several small and large group meetings were held to discuss the entire process and determine how to take the best of what had occurred and re-design what did not prove to be successful. Lastly, both home/school liaisons and their mentors supported each other in their role as an advocate for children and their families rather than Chapter I/Migrant personnel doing an assigned task. In addition, the writer made arrangements for the sixth inservice dealing with parenting materials to be used during home visits in the future.

Week twenty-nine began and continued all week long with several different presentations on a variety of parenting materials that would be use only by the home/school

liaisons during future home visits. Home/school liaisons had the opportunity to work with these materials and practice what they had learned by doing mini-workshops after each daily presentation with other Chapter I/Migrant personnel in the building on a volunteer bases. Chapter I/Migrant personnel who participated in the workshops who were not participating in the project were rewarded for their attendance by receiving copies of a resource guide that could be used at home with their own family.

During week thirty the writer mailed out a questionnaire to parents that had participated in the pilot project asking them to respond to the effectiveness of the home/school liaison program (see Chapter V for explanation of responses). For the remainder of the week home/school liaisons continued their mini-inservice on parenting materials due to the positive responses from individuals requesting the information. At the conclusion of the week a large group meeting was held to once again discuss and critique results of the workshop, materials and develop strategies for their use next year.

Week thirty-one found the home/school liaisons making a final contact with the families that they had worked with either by phone call or home visit to thank them for their participation in the project. At the conclusion of the week a large group meeting was held to plan the last week

celebration, and the tying together of any loose ends.

Week thirty-two and the final week for this writer's pilot project began with a large group meeting that lasted all day. Participants were given an opportunity to work in small groups discussing the pros and cons of the project. At the end of each small session the group charted their responses on chart paper and taped them to the wall. This allowed the participants to see first hand as well as hear their responses and react to them. The suggestion was made that these charted responses be kept for future reference. This would allow the participants to compare and contrast from year to year, and would enable them to graph their success and pinpoint areas of concerns. Participants were also asked to respond to their third and last attitude survey. Given this opportunity, members also responded not only with the survey but also openly in the group in a positive manner concerning not only successes , but also changes and general feelings concerning the future of the project and its application (see Chapter V for explanations). The finale was a graduation dinner during which each home/school liaison and his/her mentor had the opportunity to speak for a few minutes giving their insights into the program's future, and their vision for themselves with the Chapter I/Migrant program. At the conclusion of the dinner presentations were made to the home/school liaisons. Each

home/school liaison received a new identification name tag and door name plate with their name and new position title. The presentations were then followed with a slide presentation which showed the home/school liaisons and their mentors sharing their talents with children in small group sessions, with families during Take-Home Computer workshops, during planning meetings, or just catching their breath at the end of a long day. The highlight of the evening was the attendance of the home/school liaisons at the school board where their new positions were acted upon establishing a new beginning for both valued employees and the Chapter I/ Migrant program alike!

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

Due to a reduction in available federal and state revenue to the migrant program of one Florida school district and a decrease in the number of migrant students qualifying for migrant services, existing positions for migrant education support personnel had been reduced. The school district was negatively influenced by these factors as district administrators recognized the need to retain these valuable employees due to the level of expertise migrant support personnel had attained, the family communication they had established, and their knowledge of specific community needs. No specific procedures existed to retrain displaced workers.

The solution strategy used by this writer involved developing and implementing strategies designed to retrain displaced migrant support personnel into newly defined job assignments. Three broad initiatives were implemented as solution strategies during this project. These three initiatives included establishing supportive policies, utilizing a collaborative effort and developing training procedures. The retraining model chosen was participatory in nature including peer coaching and the mentor/team building approach.

The first objective of the program was that home/school liaison interns would successfully conduct a self-esteem workshop for targeted migrant and Chapter I parents. This objective was measured by administering a questionnaire to the parents in attendance (see Appendix A).

The outcome of this objective was that thirty-five parents chose to attend the self-esteem workshop. Of the thirty-five parents participating, all thirty-five rated the workshop positively, indicating agree or higher using a five part response to the questionnaire to questions; one, two, three, and number nine. Parents felt that the home/school liaison interns were well organized. Parents also stated that the workshop was beneficial to the family and indicated that the self-esteem materials should be made available to other families (see Figure 1).

The second objective of the practicum stated that intern participants would have a checklist kept by their Chapter I mentors describing support services that had been provided to the interns with a record of individual progress. This objective was measured by analyzing the ratings of each item on the Personnel Retraining Competency Checklist (see Appendix B) which indicated successful attainment of skills and attendance at scheduled events for each home/school liaison intern. The results of objective two included data that indicated all six out of six

Figure 1

Parent Questionnaire For Self-Esteem Workshop

Please respond to each statement using one the following:

5= Agree Strongly
4= Agree
3= Disagree
2= Disagree Strongly
1= No Response

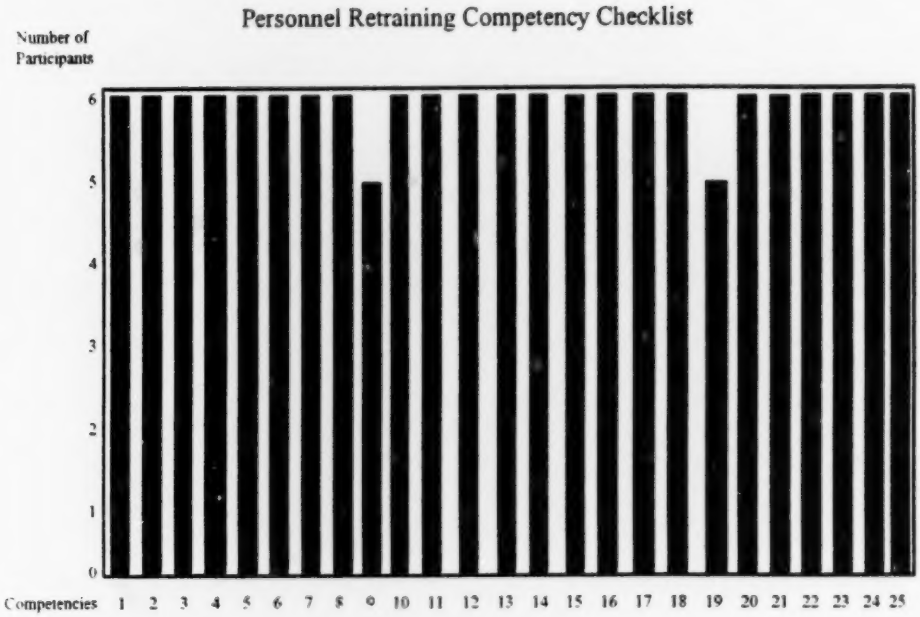
A-D-N	
35-0-0	The Home/School Liaison presenters were well organized.
35-0-0	The materials presented during the workshop will be beneficial to my family.
35-0-0	We enjoyed the workshop participation activity.
20-15-0	Workshops that involve the entire family should be held in the evening.
20-15-0	Transportation to attend the workshop was not a problem.
35-0-0	We would like to participate in other workshops that involve the entire family.
35-0-0	The idea of having a Home/School Liaison program is a good idea.
30-5-0	We would be comfortable having a Home/School Liaison demonstrate the self-esteem materials to our friends in our home.
35-0-0	We would rate the overall usefulness of the self-esteem workshop as very good.
35-0-0	We would recommend this workshop to other parents.

A= 5 & 4 (Agree Strongly/Agree)
D= 3 & 2 (Disgree/Disagree Strongly)
N= 1 No Response

participants in the intern program received positive ratings of satisfactory or above on the items included on the individual competency checklists. The evaluation of the attainment of each competency was done by the participants' assigned mentor in collaboration with the Chapter I/Migrant program administrator. Out of the twenty-five competencies on each individual checklist, each of the six participants were rated satisfactory or above on all twenty-five items with the exception of two occasions when participants were on sick leave. The indicates an unanimous success rate for each participant on the twenty-five individual competencies excepted during the retraining program (see Figure 2).

Project objective three was that home/school liaison interns would demonstrate increased skills in the area of their job assignments. The objective was measured by documenting experiences and summarizing daily activities by interns in their Home/School Liaison Daily Log (see Appendix C) and on intermittently administered Intern Attitude Survey Forms (see Appendices D,E,F). Participants rated themselves unsatisfactory through excellent on daily log entries and at some level of disagree, or agree on attitudes they held at the beginning, middle, and end of the project. The project's standard of achievement for this objective was the five out of six participants would rate themselves satisfactory or above on the attainment of new

Figure 2


Personnel Retraining Competency Checklist
Number of Participants
6
5
4
3
2
1
0
Competencies 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

skills and acceptance of new responsibilities. Data collected revealed that six out of six participants rated themselves satisfactory or above on skill attained and new responsibilities accepted on the final attitude survey (see Figure 5). In addition, two out of the six participants did not feel comfortable participating in this pilot project orgininally (see Figure 3) and still did not fell comfortable at midterm (see Figure 4). One participant still felt uncomfortable changing positions and participating in this pilot program at the end of the study, but records indicated all skill levels were attained by this person and that the uneasy feeling was a person perception (see Figure 5). This aspect of data will be addressed in the discussion section.

The fourth and last objective of the project was that the Migrant/Chapter I Coordinator would develop written procedures and evaluation tools describing the retraining process of displaced workers. Measurement of the objective was obtained through the publication of a strategic planning manual by the Chapter I/Migrant Coordinator describing the migrant support personnel retraining project which provided detailed descriptions of the retraining process. The manual was divided into five specific sections which came directly form the Practicum II Report; problem statement, causative analysis, solution strategies,

Figure 3

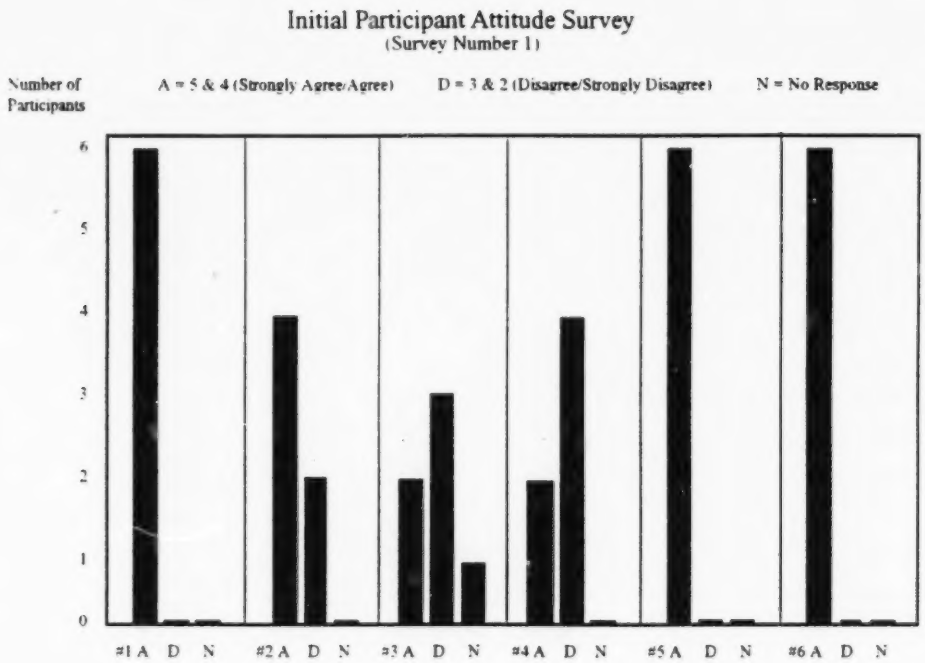

Initial Participant Attitude Survey
(Survey Number 1)
Number of Participants
A = 5 & 4 (Strongly Agree/Agree)
D = 3 & 2 (Disagree/Strongly Disagree)
N = No Response
6
5
4
3
2
1
0
#1 A D N
#2 A D N
#3 A D N
#4 A D N
#5 A D N
#6 A D N

Figure 4

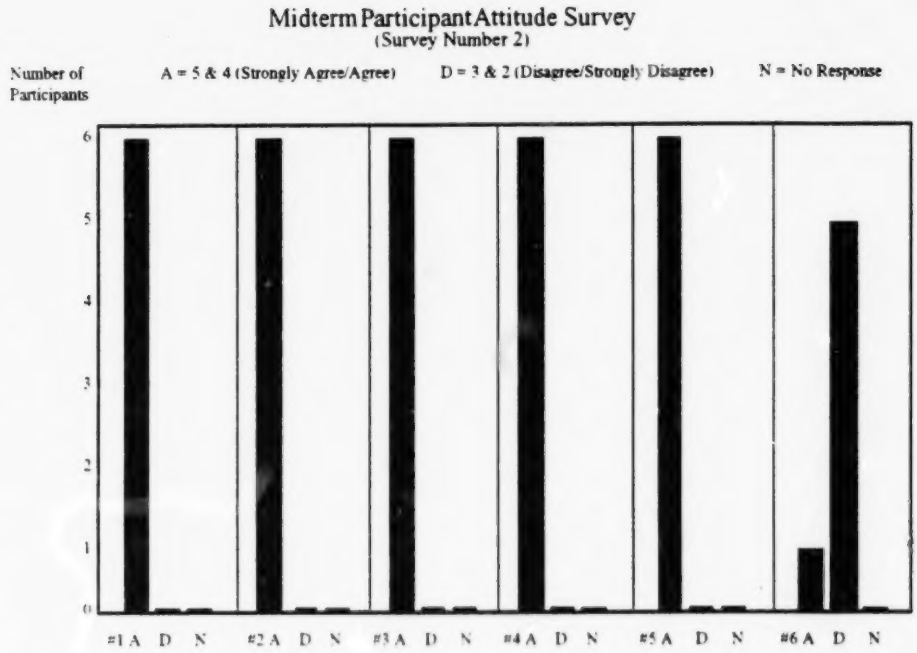
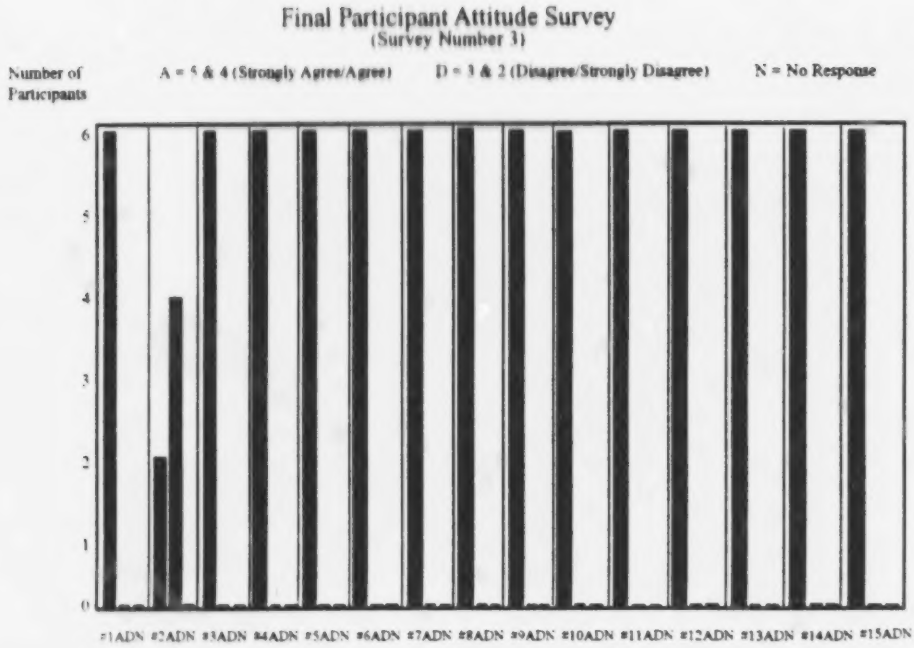

Midterm Participant Attitude Survey
(Survey Number 2)
Number of Participants
A = 5 & 4 (Strongly Agree/Agree)
D = 3 & 2 (Disagree/Strongly Disagree)
N = No Response
6
5
4
3
2
1
0
#1 A D N
#2 A D N
#3 A D N
#4 A D N
#5 A D N
#6 A D N

Figure 5


Final Participant Attitude Survey
(Survey Number 3)
Number of Participants
A = 5 & 4 (Strongly Agree/Agree)
D = 3 & 2 (Disagree/Strongly Disagree)
N = No Response
6
5
4
3
2
1
0
#1ADN #2ADN #3ADN #4ADN #5ADN #6ADN #7ADN #8ADN #9ADN #10ADN #11ADN #12ADN #13ADN #14ADN #15ADN

thirty-two action plan and examples of the evaluation forms used in the project. Documents were printed and made available upon request to all migrant programs contemplating cutbacks in positions and anticipating the possibility of retraining employees.

Discussion

All four objectives of this practicum project were met or exceeded due to the design of the project itself. Careful attention to the causes of migrant staff unemployment, analysis of new job skills that would be needed, and choice of delivery which was the mentor/peer coaching model all contributed to the success of the project.

A general assumption that can be derived from the results of this project is that retraining personnel to assume new job responsibilities can be a positive activity as well as a fiscally sound venture.

The results of this project are reported according to the data derived by three distinct groups of stakeholders in the project; parents of Chapter I/Migrant students, program participants being retrained and the mentors.

The parent evaluation of this project was very positive. In the final analysis, all parents felt the initiative of the newly defined job which was to deliver services directly to those who need it on a personal basis was of great value. Some parents did suggest different

meeting times other than evenings with transportation and child care being other major concerns for successful attendance at workshops. The overall success the families had was a direct result of the one-on-one personal delivery of services.

As for the participants themselves, results showed that they gained great confidence in their ability to learn new skills and deliver them to the public. According to personal comments from participants in their daily logs, several did not believe they had the ability to learn new skills due to advanced age or lack of training. Others felt it was difficult to change because they had been with the program many years and were entrenched in old policies and old techniques. Another concern which was reflected in the daily log was a concern for the time element of the project. The thirty-two week period did not seem long enough to become fully capable to perform new tasks. It was suggested the retraining program become a continuous process for all employees. Time was also a factor when considering that many events, workshops and parent meetings took place after school hours including evenings. One complaint was that these additional responsibilities were added on to existing duties and the majority of participants felt torn between the two roles. Other concerns mentioned were that the administrator's expectations of participants

achievement were too high and that originally participants could not see the vision of how these newly acquire skills would fit into newly defined job status.

Mentors' response to this project was very positive. Mentors stated that other than the increased work load that the coaching of participants required, many new ideas were tested and innovative solutions surfaced as a result of the team/coaching approach. Mentors felt that the "hand-on" in the field approach was very beneficial. Mentors also felt the large and small group discussions after each experience aided in reflecting upon best practices and stimulated creative solutions to common problems. Although the project was designed to retrain displaced migrant personnel, the Chapter I mentors unanimously agreed they had benefited from the collaborative effort.

In addition, there were several major unexpected events which caused unanticipated positive outcomes. The writer never expected the scope of enthusiasm for this project. Along with the mentor approach to developing skills for newly defined job responsibilities came a feeling of "ownership" in the outcomes of job-related tasks. Participants and mentors alike became aware of the impact of these federal program on the at-risk families and students involved and felt an increased sense pride and accomplishment. The process of gaining feedback and

reflecting on outcomes was time consuming but yielded very valuable information as well as building a team spirit and personal worth.

Another unexpected outcome was that instead of just taking the required training designed to build new skills needed for newly defined job responsibilities which were very intense themselves, a majority of participants chose to attend additional instructional and non-instructional inservice courses to extend personal skills and knowledge. This added initiative on the part of participants aided in setting personal goals. The additional training through the district inservice components proved to be not only self-fulfilling but allowed the participants to apply these inservice hours towards monetary bonuses given to non-instructional employees for coursework completed after working hours. Participants may well have found the satisfaction of becoming life-long learners!

Finally, a very positive outcome which was definitely unanticipated was a result of the enthusiasm and success exhibited by the project participants while delivering the planned workshop for parents as described in chapter four. The participants and this writer convinced the Director of Special Projects to purchase an old school bus which was converted into a traveling parent workshop. The primary objective of the traveling bus will be to provide on a

rotating bases an opportunity for each participating Chapter I/Migrant parent and family member to work on a variety of computer programs, work with the home/school liaisons with make-and-take activities, and use audio/visual materials on a variety of educational and family topics. In this way the Chapter I/Migrant program will be delivering services directly to those who need them most.

The initial solution strategy used by this writer involved retraining displaced personnel into newly designed job assignments by this use of the mentor/peer coaching model. Several things became quite evident as a result of this project:

1. when designing a training process, the training process should be participatory in nature and include shared decision making;
2. the district/program/ or organization should design coordinating supportive policies to encourage and enhance the retraining process;
3. all retraining should be a collaborative effort as in peer coaching or mentor strategies;
4. recognition of levels of commitment and individual accomplishments should be included (peer recognition, district incentives, and tangible rewards).

Recommendations

The writer designed a project to retrain displaced personnel into newly defined job assignments by using the mentor/peer coaching model. Since the project was incredibly successful, the writer recommends:

1. since the retraining process is so intense and has increased the initiative of participants to set personal educational goals, there is a need to realign some of the other primary job duties expected of these participants while they are performing the old job and being retrained using new skill techniques and strategies;
2. this project should be an on-going process of midcareer training and cross-training of job responsibilities. A thorough job cannot be done in thirty-two weeks. The work place changes drastically year to year;
3. job training hands-on experience and worksite application of new and expanded skills cannot be separated;
4. daily/weekly feedback including self evaluation, peer evaluation, and mentor evaluation is far more important and has much greater impact than administrative evaluation of individuals;

Dissemination

The enthusiastic success of this project encouraged the writer to share the results of the project with other Chapter I/Migrant coordinators and directors during several Department of Education meetings. Those districts represented during cluster meetings have validated that there is a state-wide problem and have taken the positive results of this project back to their individual counties for possible duplication as the need arises.

Additionally, the retraining policy manual developed by this writer is in printed form and is available to any group or individual interested in possible implementation.

Finally, this writer has distributed the positive results of this project including the training parent activity bus to the local new media of the community for publication with acknowledgements to the personnel and community/family stakeholders involved in this project.

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APPENDIX A

PARENT QUESTIONNAIRE FOR SELF-ESTEEM WORKSHOP

Parent Questionnaire For Self-Esteem Workshop

Please respond to each statement using one the following:

5= Agree Strongly
4= Agree
3= Disagree
2= Disagree Strongly
1= No Response

1._____ The Home/School Liaison presenters were well organized.

2._____ The materials presented during the workshop will be beneficial to my family.

3._____ We enjoyed the workshop participation activity.

4._____ Workshops that involve the entire family should be held in the evening.

5._____ Transportation to attend the workshop was not a problem.

6._____ We would like to participate in other workshops that involve the entire family.

7._____ The idea of having a Home/School Liaison program is a good idea.

8._____ We would be comfortable having a Home/School Liaison demonstrate the self-esteem materials to our friends in our home.

9._____ We would rate the overall usefulness of the self-esteem workshop as very good.

10._____ We would recommend this workshop to other parents.

APPENDIX B

PERSONNEL RETRAINING COMPETENCY CHECKLIST

Personnel Retraining Competency Checklist
(To be completed by each memtor)

(Please remember that each competency must be rated as either unsatisfactory, satisfactory, very good or excellent. Remarks concerning events, activities, attitude, etc. are encouraged for all ratings, and are manditory for ratings of unsatisfactory. Ratings are to be placed at the beginning of each category).

1._____Attendance at project pilot orientation..
_____.

2._____Job Shadowing.
_____.

3._____Completion of first attitude survey.
_____.

4._____Daily Log is up-to date at conclusion of project.
_____.

5_____Attendance at Resource Room orientation.
_____.

6._____Construction of educational game or activity through Resource Room.
_____.

7._____Use of educational game or activity with small children's group.
_____.

8._____Attendance at Take-Home Computer Inservice.
_____.

9._____Knowledge of Take-Home Computer Materials.
_____.

10. _____ Knowledge of Outreach Library.

11. _____ Attendance at Personal Appearance Workshop.

12. _____ Attendance at Chapter I/Migrant Needs Assessment Committee Meeting.

13. _____ Attend home visit orientation.

14. _____ Participation in first home visit.

15. _____ Attendance at self-esteem inservice.

16. _____ Complete second attitude survey.

17. _____ Participation in self-esteem workshop presentation for parents.

18. _____ Participation first home visit with Chapter I parents.

19. _____ Completion of second attitude survey.

20. _____ Attendance at fall parenting materials workshop.

21. _____ Participation in second home visit.

22._____Participation in third Home Visit/ Parent Contact.

_____.

23._____Assist with preschool registration.

_____.

24._____Complete third attitude survey.

_____.

25._____Attendance at Graduation.

_____.

APPENDIX C

DAILY LOG ENTRIES FORM

Daily Log Entries

Date:_____

My overall rating of the day is:_____.

(Please give a written response to the activities that occured during the course of this day. Remenber that this is your opportunity to critique yourself and as well as the designated ativities). *Give an overall rating to the day as either being: unsatisfactory, satisfactory, very good or excellent.

APPENDIX D

ATTITUDE SURVEY NUMBER (1)

Attitude Survey
Number (1)

Please respond to each statement using one the following:

5=Strongly Agree
4=Agree
3=Disagree
2=Strongly Disagree
1=No Response

1._____ The orientation meeting describing the pilot project was clear as to what the goals and objectives are to be during the 32 week project.

2._____ I feel comfortable participating in this pilot project.

3._____ I feel that this project will enable me to obtain new skills that can assist me in retraining for a new job.

4._____ I am looking forward to working with a variety of families (both Migrant and Chapter I Basic).

5._____ I see the necessity for a Home/School liaison program after attending the orientation session.

6._____ The project's procedural notebook is easy to use as a referance to goals, objectives, dates, activities and responsibilities.

APPENDIX E

ATTITUDE SURVEY NUMBER (2)

Attitude Survey
Number (2)

Please respond to each statement using one the following:

5=Strongly Agree
4=Agree
3=Disagree
2=Strongly Disagree
1=No Response

1._____ Completing the daily log helps me to keep on task and provides an overview of my progress.

2._____ I find the mentor shadowing useful because it allows me to participate right away in the project without direct responsibility for activities or individuals.

3._____ Constructing a learning game provided me with the opportunity to understand the educational concept needing to be taught or practiced rather than just playing a game with kids.

4._____ Attendance at the yearly Chapter I Basic/Migrant Needs Assessment Committee meeting gave me a first hand view of how the program's projects are developed each year.

5._____ The information presented at at personal appearance workshop was interesting and useful.

6._____ I am beginning to feel more comfortable in my role as a Home/School Liaison.

APPENDIX F

ATTITUDE SURVEY NUMBER (3)

Attitude Survey
Number (3)

Please respond to each statement using one of the following:

5=Strongly Agree
4=Agree
3=Disagree
2=Strongly Disagree
1=No Response

1._____ The goals and objectives explained during the orientation presentaion were consistant with the activities in which I participated.

2._____ I felt comfortable participating in this pilot project.

3._____ I feel that I have gained new skills while refining old ones during my participation in this project.

4._____ Working with a variety of families was interesting and rewarding.

5._____ I found the activities in which I participated interesting and challenging.

6._____ I can see the value of a Home/School Liaison Program for all types of parents.

7._____ I now have a better understanding of what the Chapter I Basic program is all about.

8._____ The daily log proved to be beneficial because it enabled me to see my strengths and weaknesses during this project.

9._____ I found the inservice activities to be useful in preparing me for the activities that I would be responsible for during the project.

10._____ I feel I have a good foundation concerning what Chapter I programs and materials are available to parents and their children.

11._____ I feel comfortable explaining the Outreach Library to parents.

12._____ I feel comfortable explaining the Take-Home Computer program to parents.

13._____ I feel comfortable explaining the difference between the Migrant Preschool program and the Chapter I Basic Preschool Programs.

14._____ I feel this project has helped me to obtain the skills required to work full-time in the Chapter I Basic program as a Home/School Liaison.

15._____ I feel this project met the goals and objectives first discussed during our orientation meeting.

APPENDIX G

PARENT SURVEY OF EFFECTIVENESS OF HOME/SCHOOL LIAISON PROGRAM

Parent Survey of Effectiveness of Home/School Liaison Program

Please respond to each statement using onof the following:

5=Strongly Agree
4=Agree
3=Disagree
2=Strongly Disagree
1=No Response

1._____ I feel that the Chapter I Home/School Program has been of great value to our family.

2._____ As a family we have gained new skills since our involvement with the Home/School Program.

3._____ I found the activities that were use at home to be very informative and useful.

4._____ We enjoyed attending the workshops in the evening.

5._____ If workshops were held on a Saturday our family would attend.

6._____ Our Home/School Liaison was very helpful in bringing requested materials to our home whenever they were contacted.

7._____ Our Home/School Liaison was polite whenever they met with our family.

8._____ If programs such as the Take-Home Coumputer, Outreach Library or Home/School Program had to be stopped due to cutbacks in dollars, we would vote to keep the Home/School Program going.

9._____ We found our Home/School Liaison to be knowledgeable when we had questions concerning the Take-Home Computer Program or the Outreach Library.

10.____ I would recommend this program to my friends.

11.____ Our family felt comfortable having the Home/School Liaison visit our home.

12._____ Transportation to and from the workshops was not a problem for our family.

13._____ Child care for younger children would benefit our family should we were to attend workshops in the future.

14._____ We would like to continue to participate in a Home/School Liaison Program should our child not qualify to receive Chapter I services.

15. Please use the space provided below for any comments, suggestions for improvement or just a good old fashion pat on the back for your Home/School Liaison or the program itself. _____